



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

The Scandinavian-American. By ALFRED O. FONKALSRUD, PH.D., with the collaboration of BEATRICE STEVENSON, PH.D. Minneapolis: K. C. Holter Publishing Co., 1915. Pp. 167.

This is the sort of book of which we may anticipate many more from representatives of different nationalities as they become able to look at themselves objectively but before they have lost sympathy and linguistic connection with their parent stock. This book is based on a Doctor's thesis at New York University and shows some of the limitations of a work written for such a purpose.

We are given the romantic and traditional as well as the historical background of the Scandinavian, and an account of the immigration and settlement in America. A great deal is made of the racial qualities which are manifested by North Europeans, and especially the Germans, in common with the Scandinavians, the word "race" being used somewhat loosely. It is unfortunate that more definiteness is not used in distinguishing Norwegians, Swedes, and Danes, for notwithstanding their close relationship, their institutions are separate and their nationalisms often antagonistic.

The Scandinavian assimilates too quickly; he forgets his language and is unable consciously to contribute to America much that is of value in his institutions. In recent years increasing efforts have been made to prevent the rapid loss of language. This has been done chiefly by the Lutheran church, to which the vast majority of the Scandinavians belong. The purpose is partly nationalistic, but mostly religious, and a great many schools have been founded, including high schools and colleges. The church is the most significant force in the life of the Scandinavian-American, and is described at some length. The economic, political, literary, and social contributions to American life are also set forth.

HERBERT ADOLPHUS MILLER

OBERLIN COLLEGE

The Industrial and Commercial Schools of the United States and Germany. By FREDERICK WILLIAM ROMAN, PH.D. New York: Putnam, 1915. Pp. xv+352. \$1.50.

This volume is the outcome of an investigation of the German school system, made by the author, who was commissioned by Governor Beckham, of Kentucky, to report the results of such an investigation to the State Superintendent of Education of Kentucky. While in Germany he took a course of instruction at Berlin University on the purposes and

methods of the continuation schools, thus gaining a better basis of interpretation. The results of his investigation first appeared in Germany in the German, and were later added to and published in the present volume. The twenty-one chapters offer an intelligent prospectus of the essential features of the commercial and industrial systems developed in the two nations, Germany and the United States.

A comparison of the literary training of the two countries shows that "Germany graduates 15 to 20 per cent more of her pupils from the eighth grade, and 25 to 30 per cent more of the pupils of the sixth grade" than does the United States. The attendance of children in the schools of American cities of 8,000 or more inhabitants is about two months short of that of the pupils of the German schools, while for the remaining two-thirds of American pupils the time devoted to school is less than one-half that of those of Germany. Hence America has much to accomplish toward giving its youth an equally good preparation for taking up vocational training (p. 22).

Germany's system of practical education began in the efforts of the church in the eighteenth and nineteenth centuries to secure a higher culture among its people. It established continuation schools and used its Sunday schools for industrial and practical training, of course with the view of strengthening the church. Although the various German states gradually established continuation schools to displace the commercial and industrial Sunday schools, in spite of the breaking up of the guilds, of the apprenticeship system, of the appearance of modern industrialism and capitalism, not much was accomplished by the state system of public education prior to 1870 (chap. ii). After that date the transition to the German system as now so fully developed took place rapidly (chaps. iii-vii). Two items of importance in the further development of the German system absorb attention: whether professionally trained teachers or men in industry shall teach in the continuation schools, and how teachers in these schools may be further prepared. At present, most of the instruction is given by part-time teachers, but there is a rapid increase in the number of full-time teachers in Prussia. In industrial and commercial continuation schools instructors are preponderatingly drawn from the body of public-school teachers, although there is a rapid growth in the number of teachers from other vocations, while in guild and friendly schools the number of instructors taken from among public-school teachers is growing less. The author places a high appraisal on the teaching efficiency of teachers drawn from practical workers. An effort is made to give teachers drawn from non-teaching callings a pedagogical training (chap. viii).

A classification and the statistics of the commercial and industrial schools of the United States are given, and the present tendencies in the movement toward a more efficient system of industrial education are indicated (chaps. ix-xviii). Our schools are much less fundamental in the nature of the training subjects than are those of Germany, although they seem to provide a very efficient readiness for taking up the actual work of business. This is especially true of commercial schools. Germany has developed nothing of a private nature educationally which in the volume of its business compares with our correspondence schools. The author notes that scarcely anything about American education astounds the German so much as the account of the growth of such correspondence schools as that at Scranton. Indeed, the facts astound an American, and, as the author points out, indicate great shortcomings in our public-school system. It is surprising how extensively such schools of America have developed a student clientèle in Europe and Australasia.

Chaps. xx and xxi deal with the economic importance of commercial and industrial education, and with the effect of such training on the morals and habits of individuals. After discussing the various explanations given to account for Germany's industrial greatness, the author says: "one comes to the conclusion that it was not this thing nor that, nor any one of a dozen things, but that the combined influences of racial temperament—such as economy, hard work, integrity, etc.—an harmonious sentiment and action on the part of the Government, manufacturers, and labor organizations, have played a great rôle in making Germany industrially great. The schools are the cause and also the result of these same influences" (p. 357).

Professor Roman has succeeded in portraying in a most interesting and fruitful manner the significant elements in the educational systems of Germany and the United States relative to the topics treated. The volume is useful for either a reference work or a text.

JOHN M. GILLETTE

UNIVERSITY OF NORTH DAKOTA

Affirmations. By HAVELOCK ELLIS. Boston and New York: Houghton Mifflin Co., 1915. 2d ed., with a new Preface. 8vo. Pp. xii+252. \$1.75.

More than once it has occurred to me to reflect whether anyone is doing quite so much for the study of sociology at the present moment as